English III Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From *My Bondage and My Freedom*  Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interactive Reading Activity

With your North Partner, read the section of Fredrick Douglas’s autobiography on **Page 330-334**. Take turns reading and answer the questions that correspond to the various sections. Use complete sentences.

1. Partner A Read the first paragraph on page 330. Stop after the sentence ending, *“one human being ought to treat another.”*.
2. Before being instructed by her husband, how did Mrs. Auld treat Douglass?
3. Why did Mrs. Auld go beyond her husband’s instructions to stop teaching Douglass, trying to prohibit him from learning altogether?
4. Partner B Continue reading until the end of the first paragraph on p. 331. Stop after the sentence ending,

*“was injured in his domestic peace by the fall.”*

1. Why does Mrs. Auld need “training” in order to perform the duties of a slaveholder?
2. In what ways, does Douglass argue, is he different than “chattel”?
3. Partner A read until the end of the first paragraph on p. 332 Stop after reading the sentence ending, “in a plot by some dangerous spy.*”*
4. How had Mrs. Auld acted when Douglass FIRST went to live with the Auld family?
5. How did Mrs. Auld’s personality change after she stopped teaching him?
6. What does Douglass suggest was easier for Mrs. Auld to do: Teach Douglass? Or NOT teach Douglass? Explain your answer
7. Partner B read until the end of the first paragraph in column 2 on 332. Stop after the sentence ending *“…very near Durgin & Baily’s shipyard.*
8. Describe how Mrs. Auld treats Douglass.
9. How does Douglass continue to learn, in spite of Mrs. Auld?
10. Why can’t Douglass name his “little play fellows”?
11. Partner A read until the end of the last paragraph on p. 332. Stop after the sentence ending, *“…..my condition as a slave.”*
12. When Douglass talks about freedom with the white boys, how do they respond?
13. Based on his conversations with “[those people] which have not been bewildered by the cares of life.”, what does Douglass conclude about the nature of slavery?
14. Partner B read until the end of the first paragraph on page 333. Stop after the sentence ending *”…would find their counterpart in myself....”*
15. Summarize the Debate between the slave and his master that Douglass describes from his copy of “Columbian Orator.”
16. How does this dialog appearing in this textbook support Douglass’s argument against slavery?
17. Partner A read until the end of the first paragraph on p. 334. Stop after the sentence ending, *“…and moved in every storm.”*
18. What does Douglass say is “the secret of all slavery and oppression.”?
19. How does he define “slaveholders”?
20. What is the author’s ***tone*** in this section? In other words, what is his attitude towards his situation? List 5 words and phrases Douglass uses to describe his predicament?

***Tone***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words/Phrases

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1. Partner B read until the end of the autobiography.
2. How does Douglass describe his relationship with Mrs. Auld?
3. What does Douglass mean when he says: “Nature made us friends; slavery made us *enemies*.”?
4. Paraphrase the following statements into one sentence, “*We were both victims to the same overshadowing evil…….”* and “*No man can put a chain about the ankle of his fellow man without at last finding the other end fastened about his own neck*.”

Both Partners: Think and Reflect

1. What is the main idea of Fredrick Douglass’ essay?
2. Review your answers to the questions above and summarize the arguments Douglass uses to support this thesis:

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

1. Label rhetorical appeals used in #2 as Ethos, Pathos or Logos:

**Self Evaluation:**

1. **What did you like about this Partner-Activity?**
2. **What would you change for next time?**
3. **How did working with this partner impact your understanding of this essay?**